



BSD Lesson Plans
2018-19
School: Mamie Martin

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| Teacher: 1 st grade | | Date: February 4-February 8, 2019 | | Subject: Reading / L.A. | |
| Standard(s) | RI.1.6 | RL.1.10 | L.1.1e | | |
| | L.1.1j | RL.1.2 | L.1.1j | | |
| | RI.1.1 | RL.1.5 | W.1.6 | | |
| | RI.1.3 | L.1.1c | W.1.7 | | |
| | RI.1.5 | L.1.4c | | | |
| Learning Target(s) (based on the language of the standard) | <ul style="list-style-type: none"> - 4 ½ week test - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. - Produce and expand complete single and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | | | | |
| Procedures (8-10) | <p><u>Phonics:</u> Teach long o and long u (CVCe). Saxon Phonics and yellow Micheal Heggerty book is used as a supplemental program to teach/reinforce phonological awareness and phonics skills. Play a game where the students have to put words into long and short i and u categories.</p> <p>Read words and discuss long o and u sounds in spelling words. Make oral sentences. Practice writing spelling words.</p> <p><u>Grammar:</u> Students will identify and recognize questions and statements. Play a game using sentences and the students will have to tell whether the sentence is a statement or question. They will continue to work on writing in complete sentences using adjectives to add in detail. Using an anchor chart, we will discuss suffixes such as –y and –ful.</p> <p><u>Writing:</u> Model how to write an opinion writing in which it contains key detail about a specific topic.</p> <p>Let students choose a favorite sport or hobby. Students will create a graphic organizer to help them organize their key</p> | | | | |



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details on paper. Teacher will guide students into identifying key details in their writing.

Reading: Introduce oral vocabulary words (atmosphere, surface, miniature, vast, landscape, decision) using the read aloud, "One Giant Leap". TE14-TE15. Use context cards to introduce the words to know- around, because, before, bring, carry, light, show, think. Introduce vocabulary words before reading Let's Go to the Moon using anchor charts or board: crater, footprints, gravity, lunar, rocket, and rover. Discussion will be had about the illustrations in the story to better understand the information and central message of the story.

Connect to Science –Describe physical attributes of rocks. For example, large/small, heavy/light, smooth/rough, hard/crumblly, dark/light, etc. Teacher will show and pass around different types of rocks. Students will write and describe the rocks. Teacher will take students outside to find other rocks. The class will discuss what attributes they were drawn to.

Small Group Instruction:

Use leveled reader to increase student fluency, comprehension, and word recognition.

Use oral vocabulary lessons from Curious with Words.

Provide independent practice of skills through use of listening centers, computer, independent reading, practice workbooks, and hands-on activities when appropriate.

Closure:

Will vary by teacher



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| Daily Grade Assignments (classwork/homework) | Saxon Homework, Weekly Saxon Assessment, and Journeys test, 4 ½ week test |
| Example of an Assessment Item Related to the Standard | Circle if the sentence is a statement or question. A frog was once a tiny tadpole. Question Statement |